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of the writers is to deal with three phases of freehand drawing: representation, design and composition, and color. The first of these phases is taken up in the present monograph,¹ four separate scales being worked out for the themes: house, rabbit, figure in action, and tree. These are arranged in the usual form with scale values assigned to the various samples. An analytical description is also found under each sample to facilitate the location of any drawing to be scored. The scales thus far devised appear to be a very important contribution in a field where exact measurement is so difficult.

The procedure of scale construction consisted in scoring by means of numerical legend. Over one thousand drawings for each theme were employed at first. These were scored and score-grade distributions formed. From the results of this preliminary tabulation, groups of sixty-three drawings each were selected for further scoring. Finally, the groups were reduced to twenty-one samples, and the final values attached in P.E. units. A large number of competent judges assisted in the scoring which must have consumed an enormous amount of time.

The statistical methods employed in the study appear to have been developed as the work progressed, with the result that a considerable amount of clumsy repetition is involved in the procedure. The successive reductions in the size of the groups of drawings for rescoreing are not clearly justified. Twenty-one score intervals were adopted by the authors in assigning values, and because these "sufficed" twenty-one samples were selected for final scoring. The experience of this tentative procedure should lead to a more direct and economical plan with the other scales in preparation.

K. J. HOLZINGER

A study of reading interests.—For a long time school people have accepted the principle that interest is a most potent factor in human achievement. The old notion that a conflict existed between interest and effort in education has largely disappeared. On the contrary, it is coming to be recognized on every hand that interest begets effort and effort begets results.

This principle of interest has probably been given widest application in the field of public-school reading. Several scientific studies of children's reading interests have been under way during the last few years. One of the most significant of these investigations has recently been published.²

Proceeding on the assumption that it is not "sufficient to recognize the importance of the elements of interest in economical and effective education," Miss Dunn undertook the discovery of "the elements in primary reading material that are of interest to children in the first three grades of the elementary school" (p. 2).

¹L. W. KLINE and G. L. CAREY, *A Measuring Scale for Free-hand Drawing. Part I, Representation*. Johns Hopkins University Studies in Education, No. 5. Baltimore: Johns Hopkins Press, 1922. Pp. v+61. \$2.00.

²FANNIE WYCHE DUNN, *Interest Factors in Primary Reading Material*. Teachers College Contributions to Education, No. 113. New York: Teachers College, Columbia University, 1921. Pp. 70.

The method of the investigation is described best in the author's own words.

The data were derived from children's expressed preferences between the members of a pair of samples read to them for comparison, forty such pairs having been constructed from a total list of 31 selections of reading matter. These selections included verse, fictional prose of several types, and factual material, and were selected from a list of approximately 250 samples for their probable high interest value for children of these grades. The results from these expressed preferences were combined in the making of a table of the relative values and ranks of the 31 tested samples in the interests of primary boys and girls respectively.

The samples were then ranked by adult judges for the degree to which they were characterized by the presence or absence of twenty qualities which it seemed likely would affect interest. These qualities were *verse form, style, humor, surprise, plot, liveliness, fancifulness, realism, repetition, imagery, familiar experience, conversation, poeticalness, boyiness, girliness, childness, adultness, moralness, narrativeness, and animalness*, the latter abstract nouns having been coined to express the existence of the characters or qualities which they name. The ranks for each of the samples, as derived from the combined adult judgments, were then correlated with the interest ranks for boys and girls to determine which qualities showed an effect on interest, and whether this effect was favorable or unfavorable. Finally the crude coefficients of correlation which seemed of significance were freed from the irrelevant effects of one or more coexistent qualities by the statistical procedure of partial correlation [pp. 65-66].

The results of the investigation are very significant. "*Surprise, plot, narrativeness, liveliness, conversation, animalness, and moralness* appeared most effective in arousing interest among boys and girls" (pp. 66-67).

W. S. GUILER

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New reader for the third grade.—A new series of readers, the avowed purpose of which is to embody the results of educational research and practical school experience, has just released the text for the third grade.¹ It is interesting to note that the authors have formulated a set of objectives in reading which form the goal toward which their book is to lead. Since the formulation of objectives is an important factor in the determination of content and method, the list is reproduced:

1. *Mastery of the mechanics of reading.* The mastery of the mechanics of reading includes (a) rapid and accurate word recognition; (b) the development of skill in different kinds of reading, as careful reading, cursory reading, and reading for the purposes of consultation; and (c) the enlargement of the reading vocabulary so as to cover the requirements of all kinds of reading matter.

2. *Ability to comprehend and interpret.* Ability in comprehension and interpretation of reading matter includes the ability (a) to understand and assimilate rapidly and accurately the content of what is read; (b) to analyze what is read; (c) to select the points of importance and interest in reading matter; (d) to assume the author's

¹ ISOBEL DAVIDSON and CHARLES J. ANDERSON, *The Lincoln Readers, Third Reader*. New York: Laurel Book Co., 1922. Pp. xvi+272.